

# Relationships, Sex and Health Education policy



Castledon Academy

Approved by:

FGB

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## 1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Teach pupils how to express their feelings, recognise emotions in others and how their actions may impact upon each other. It also explores different strengths of emotion to support pupils in their understanding of the size of the problem.
- Teaches pupils the principles of keeping themselves safe including online
- Give pupils a voice when learning about the need for rules and laws. Working within the Castledon core values of 'Be safe, Be kind, Be responsible' supports them to define what this looks like for them as individuals.
- Ensure pupils understand the importance of wellbeing. Support pupils to develop a toolkit of strategies to use to maintain positive mental and physical health.
- Undertake a significant part of the curriculum in the community to put learning into context and support pupils to find their place and sense of belonging, to be able to contribute and feel valued.
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teaching and learning is in compliance with the protected characteristics (as defined by law) and staff will respectfully challenge when this is not met.

## 2. Statutory requirements

As an academy school we provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Castledon we have adopted the PSHE Association framework for SEND which accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education from the Department for Education (DfE).

This includes Relationships Education at key stages 1 and 2. We offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

Relationships, Sex and Health Education (RSHE) at key stages 3, 4, 5 and Health Education in both primary and secondary phases.

The PSHE Association have mapped the content grids from this statutory guidance to their Planning Framework, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for pupils with SEND.

This Framework also supports schools to provide a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content and as such Castledon have supplemented the content where necessary.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 and we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Years 1 to 6 the scientific content of understanding our bodies and the differences between genders
- Years 5 and 6 only. Preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSHE

In the school phase years 1 to 9 RSHE is taught within the lifeskills curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE) and ICT lessons.

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships)

and Sex Education)

4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)

6. The World I Live In (Living confidently in the wider world)

In key stage 4 and 5 phase students are taught in RSHE lessons which are named on timetable.

For more information about the specific elements covered in each of the school key stages within the modules above see Appendix 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

All class teachers are responsible for planning and delivering RSHE to their own classes within the school phase years 1 to 9 and in older phases (key stage 4,5) subject teachers deliver the curriculum.

### **7.4 Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Years 5 and 6

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Years 7 to 9

Parents have the right to withdraw their children from the non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The teacher will also invite visitors from outside the school, such as school nurse's or sexual health professionals, to provide support and training to staff teaching RSHE.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by phase leads and senior leadership team through:

- learning walks
- lesson observations
- book looks
- moderation
- subject action planning and development

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the senior leadership team annually. At every review, the policy will be approved by the headteacher and governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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Whole school curriculum map

<https://docs.google.com/document/d/1jGxDvILduhIDqQle3wfAwnB7hyc2iAW2/edit?usp=sharing&oid=106745254012730695982&rtpof=true&sd=true>

**Appendix 2:**

Section	Key stage 1 and 2 Topic areas	Key stage 3, 4, 5 Topic areas
<b>Self-Awareness</b>	<ol style="list-style-type: none"> <li>1. <i>Things we are good at</i></li> <li>2. <i>Kind and unkind behaviours</i></li> <li>3. <i>Playing and working together</i></li> <li>4. <i>People who are special to us</i></li> <li>5. <i>Getting on with others</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal strengths</i></li> <li>2. <i>Skills for learning</i></li> <li>3. <i>Prejudice and discrimination</i></li> <li>4. <i>Managing pressure</i></li> </ol>
<b>Self-Care, Support and Safety</b>	<ol style="list-style-type: none"> <li>1. <i>Taking care of ourselves</i></li> <li>2. <i>Keeping safe</i></li> <li>3. <i>Trust</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Public and Private</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Feeling unwell</i></li> <li>2. <i>Feeling frightened/worried</i></li> <li>3. <i>Accidents and risk</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Emergency situations</i></li> <li>6. <i>Public and private</i></li> <li>7. <i>Gambling</i></li> </ol>
<b>Managing Feelings</b>	<ol style="list-style-type: none"> <li>1. <i>Identifying and expressing feelings</i></li> <li>2. <i>Managing strong feelings</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Self-esteem and unkind comments</i></li> <li>2. <i>Strong feelings</i></li> <li>3. <i>Romantic feelings and sexual attraction</i></li> <li>4. <i>Expectations of relationships/abuse</i></li> </ol>



<p><b>Changing and Growing</b></p>	<ol style="list-style-type: none"> <li>1. <i>Baby to adult</i></li> <li>2. <i>Changes at puberty</i></li> <li>3. <i>Dealing with touch</i></li> <li>4. <i>Different types of relationships</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Puberty</i></li> <li>2. <i>Positive/unhealthy relationships</i></li> <li>3. <i>Friendships</i></li> <li>4. <i>Intimate relationships, consent and contraception</i></li> <li>5. <i>Long-term relationships/parenthood</i></li> </ol>
<p><b>Healthy Lifestyles</b></p>	<ol style="list-style-type: none"> <li>1. <i>Healthy Eating</i></li> <li>2. <i>Taking care of physical health</i></li> <li>3. <i>Keeping well</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Elements of a healthy lifestyles</i></li> <li>2. <i>Mental wellbeing</i></li> <li>3. <i>Physical activity</i></li> <li>4. <i>Healthy eating</i></li> <li>5. <i>Body image</i></li> <li>6. <i>Medicinal drugs</i></li> <li>7. <i>Drugs, alcohol &amp; tobacco</i></li> </ol>
<p><b>The World I Live In</b></p>	<ol style="list-style-type: none"> <li>1. <i>Respecting differences between people</i></li> <li>2. <i>Jobs people do</i></li> <li>3. <i>Rules and laws</i></li> <li>4. <i>Taking care of the environment</i></li> <li>5. <i>Belonging to a community</i></li> <li>6. <i>Money</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Human diversity</i></li> <li>2. <i>Rights and responsibilities</i></li> <li>3. <i>Managing online information</i></li> <li>4. <i>Taking care of the environment</i></li> <li>5. <i>Preparing for adulthood</i></li> <li>6. <i>Managing finances</i></li> </ol>



### Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			